European Pathways to Employment for Disabled Young People

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Introduction and context

European Pathways to Employment for Disabled Young People is a 2 year Erasmus + funded Strategic Partnership project involving Petroc, a Further Education college in Devon, England, and Duveholms Gymnasiesärskola (Duveholms), a school from Katrineholm, Sweden. Following work together as part of nd Erasmus+ Mobility projects, the partnership decided to collaborate on a two year investigation into the most appropriate delivery model for

Review of existing models in the UK and Sweden

UK

Social Enterprise

The Pluss Job Coach and the Petroc Tutor work very closely together to ensure the interns are given

Sweden

Funktionsrätt (Functional Rights)
Funktionsrätt is a new word of action recently coined in Sweden to describe the right to self-determination and full participation for people with disabilities. On 18th May 2017, the

Work Placements

In the Swedish system, 16+ special schools are available only for students with IQs below 70 according to the Wechsler Intelligence Scale for Children (WISC) assessment. Sweden has four years government legislated curriculum where the emphasis is on chosen vocational paths for students with moderate learning difficulties. The vocational areas in Duveholms are aesthetical education, administration, catering, commercial & construction. Work Placements are unpaid and have to be a minimum of 22 weeks in total over the 4 years, although it is often much more. The student may be out more in the workplace than in the classroom in the final year. A Job Coach sources the work placement and then the students are supported by Work Support for as long as required. The Work Support also supports travel training when the first initial work placement occurs. At present approximately 56 employers are providing Work Placements for the students at Duveholms.

Government Subsidised Employment

Government subsidies are available to employers who take on young people with a learning disability.

Both private & public employers can receive payment up to 16,700 SEK per month (approximately £1513) for each person they employ on a permanent basis. The subsidy is provided to help the employer support the person in the work place. It also recognises that a disabled person, whilst capable, may not be as productive as others, particularly at first, so there are certain costs associated with that.

Where the individual works for a non-profit organisation, for example an organisation for the disabled or a sports association, the employer can also receive a grant as a provider of a public service.

Very able individuals can receive a wage supported by wage subsidy for their whole career until retirement. For less able individuals, or if there is uncertainty how capable the individual is, there is another wage subsidy called Safety Development and the individual can use this from one up to three years. The Job Centre in theory should follow up the employment on a regular basis and act as a support for both the employer and the young person however often the people at the Job C

As much time as possible in the work place: significant work experience to become part of the curriculum from 16 years old;
Daily review in the supported work placement; and
Consistent, open communication with employers

Of course in an ideal world every student would be provided with a bespoke experience to meet their individual needs, however timetabling, staff numbers and availability of work experience, not to mention funding, will not allow this. Taking this into account, whilst recognising that we are not working with a homogenous group of people, we developed a career pathway that allows flexibility within a delivery framework leading to employment.

There are four steps to the flexible career pathway:

1. Vocational skills development

This initial step of the pathway is to identify areas in employability that the young person needs to tackle before being work ready. This could include improving maths and English, personal and social development, confidence and communication skills.

2. Internal vocational experience

This step enables young people to put their employability skills into practice in a heavily supported environment. At Petroc, for example, the young person would work in one of several social enterprises we run for this purpose. They may be in one of the cafés, worbeco The4(w)-7(i0 1 155.66 47.0r)[(o(l)13(u)-7(m)6(ent))5(i)(th)5(e years)

test the materials developed as part of this project all took different routes, over different durations, to their current job roles:

Employability Workbook

An employability skills workbook which students complete at age 16 and then update each school year is a useful tool in supporting students into work. It was recognised that an important element in finding successful employment was good job match and interests. It was important to get the right questions within the workbook so that the most suitable jobs could be identified. It was also necessary that the Employability Workbook be student friendly and easy to complete. In order to do this we trialled Swedish and English draft copies of the Employability Workbook with young people and staff in both Sweden and England, getting their feedback on the content. Several drafts later we produced an easy to use Employability Workbook to use with current interns at Petroc and year 1- 4 students at Duveholms, as well as the trial group in Sweden in May 2017.

Feedback from staff trialling the Employability Workbook shows that students find it easy to use and staff feel they have good information available to job skills and needs. The workbook has been used with students when they start at Petroc and before they do their first work placements. The workbooks will then follow the students throughout their college careers and can be updated regularly and include a list of their work placements and

employment placement would fail. Important information which would be useful throughout fact they were being asked to duplicate the information over and over again whenever they moved position. As a response to this need the Employment Support Information booklet was produced. This will detail important aspects of the student's support needs and would be attached to their CV. Employers, Work Placement Officers, Job Coaches and other support staff were sent an online survey to determine the importance of specific information when taking on young people with learning disabilities as employees. The survey consisted of simple questions with a 5

online for the convenience and preference of the employers. Questionnaires were sent to both Swedish and

Log Book	This will all inform the	Long term placement (up to 6 months, a -inter .
Detailed daily log of working day. Can be used with social enterprise, work experience placements, internships.	ESI.	Long term work placement - either multiple employer or single employer.
		Paid employment with supported induction period.

Employment Support Information (ESI)

Step 4

needs and preferences to support them throughout careers.

Whilst we were in Sweden, we supported the students with their logbooks and we found that even the lower functioning individuals quickly gained an understanding because of the questions that were in the logbooks. The 2 other booklets were also useful, providing invaluable

person becomes overwhelmed and possibly leaves their employment. There is no funding for this provision.

Students

Students felt that the documents were much improved by limiting the word count and keeping the content simple and to the point.

Having to select how things were going on a scale of 1-5 was too difficult for the students, they were much more comfortable with the red, amber and green buttons that were introduced as an alternative.

Students got the most out of the Employment Log Book when it was used daily, rather than weekly, and when they were supported completing it as this encouraged them to reflect on their experiences more deeply and identify targets and goals on a daily basis.

ed to the resources being simple, being used with support, and ideally being used every day they are in work.

Recommendations and challenges

Work experience from day one

A model of further education, involving substantial and meaningful work experience from day one, throughout the year rather than in one block, is the ideal to enable those learners with learning disabilities to develop the skills required to succeed, in the long term, in employment.

Finding the right match

Finding the right placement to fit ences is key. This will involve completing skills profiling with the student before the work placement to ensure the student has a suitable placement along with analysis by a work placement officer of possible difficulties, simplifying and job carving where needed. The Employability Workbook should be used from placement to

placements.

Providing support

Students must be supported appropriately within their roles, whether they be internal, external, paid, subsidised or voluntary. Support should be flexible so as grows the support can decrease. Employers must be supported to take on the role of in work support from Job Coaches and Work Support. The Log Book should be used to record progress 07.e9913(a] TJETBT/F1 11.04 TGET

Sustaining employment

Employers need support learning how to enable individuals with learning disabilities to sustain employment. National recognition of the benefit of a workforce that includes those with learning disabilities should be encouraged, and human resource teams should be trained to support these individuals so that they get the most from their talents. If every large organisation operating in Europe was obliged to have a Disability Champion available to train mentors and arrange peer support for those individuals who require it, we may be some way to succeeding in more learning disabled individuals securing sustained employment.

Employer engagement and support

people to sustain work. Whilst the Employment

References and useful resources

Public Health England report on people with learning disabilities:

Chris Hatton, Gyles Glover, Eric Emerson & Ian Brown, (2016) Learning Disabilities Observatory, People with learning disabilities in England 2015: Main report [online]. Public Health England, available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/613182/PWLDIE 2015 main report NB090517.pdf [accessed 27/06/2017].

UK Labour Market information 2017:

Office for National Statistics, (2017) UK Labour Market June 2017 [online]. ONS, available at

https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandlabourmarket/peopleinwork/employmentandlabourmarket/june2017# summary-of-latest-labour-market-statistics [accessed 27/06/2017].

Project Search:

Project Search, About Project Search [online], available at http://www.projectsearch.us/About.aspx [accessed 31/07/2017].

Training in Systematic Instruction:

Mark Kilsby, (2015), What is TSI? [online], Training in Systematic Instruction, available at http://www.systematicinstruction.com/what-is-tsi [accessed 27/06/2017].

Access to Work in England:

https://www.gov.uk/access-to-work.

About Funktionsratt:

http://www.hso.se/press/Senaste-nytt/Funktionsratt-ar-ett-nyord/, (online) Disability Federation Sweden website, [accessed 26/10/2017].

About Swedish Law 1993:387:

http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/lag-1993387-om-stod-och-service-till-vissa_sfs-1993-387 (online), Swedish Parliament website [accessed 26.10.2017].

Appendices

Appendix 1	Destination results
Appendix 2	Recommended staffing structure

Appendix 1

Destination results

Petroc Supported Learning Section 2016

<u>Under 19 SLD Course</u> 21 Further SLS course 6

Duveholms Gymnasiesärskola from 2011-2016

Work with activity grant 4

Work with wage subsidy 9

Employment without any subsidy 1

Work with activity grant in daily activity centre 15

Appendix 2

Recommended staffing structure

Work Placement Officer

Will complete a Student Skills Audit and use this information to find a suitable placement

Will engage with and support employers

Work Support

Ongoing support for intern including travel training if required

Continuing support on a day to day basis for as long as needed following initial placement, assessment and support once handed over by Job Coach.

Appendix 3

Employer survey and results

Employers were asked to rate the importance of information about the following areas, prior to a student/young adult s internship/work placement.

They were asked to rate the usefulness of the information by ticking the boxes ranging from not useful to extremely useful. Each question was scored 1-5 with 1 being not useful and 5 being extremely useful.

The employers were asked for any other information that they felt would be useful.

Total responses: 88 (Gothenburg) + 26 (Survey Monkey) + 12 (hard copies from Devon employees) = 126

The question we intend to ask in the resources	Average
	rating / 5
1. What support in the internship/workplace does the	4.73
student/young adult need?	
2. How the student/young adult functions in social situations	4.64
3. What strategies help the student/young adult?	4.59
4. How the student/young adult prefers to learn.	4.55
5. What challenges or worries the student/young adult has.	4.52
6. The student/young adult s skills/knowledge.	4.35
7. The student/young adult s interests.	4.31
8. What the students/young adults hopes & wishes for their	4.15
future and their working life.	
9. The student/young adults preferred working environment	4.06
e.g. Inside, outside, messy/dirty, clean etc.	
10.What other information about the student/young adult	Feedback
would be useful?	bel64.3BT/F

Tidigare erfarenheter från APLplats/er, praktik, jobb var? hur? annat? Vilka platser eleven haft praktik på förut.

Vilken utbildning går hen.

Sommarjobb.

Styrkor inte bara svagheter.

I vilken omfattning ska eleven arbeta.

Behov av stöd, vilket sätt, verbalt/visa/bilder.

Tidsuppfattning.

Vad är det som eleven har svårt med.

Hur reagerar eleven.

När fungerar inte eleven.

Kan vara viktigt att veta lite om livssituationen, ev vid delat boendesyskon, social utsatthet.

Ju mer man kan delge arbetsplatsen individens fördelar och svårigheter kan det underlätta för

Syftet med praktik.

Vad man som handledare kan förvänta sig.

Befintligt stöd som ex föräldrakontakt och

inflytande/hjälpmedel/myndighet

Från arbetsförmedlingens sida som handläggare är det också viktigt att under/efter praktiken ställa frågan hur det fungerar i förhållande till en anställning jämfört med andra kollegor inte skolpraktik.

Frågorna ger bra underlag till Arbetsförmedlingen.

Som arbetsgivare är alla frågor viktiga. Typ av arbete/arbetsmiljö bör kanske vara klarlagt innan praktik om inte så klargörs det på praktik nr 1 (om man har flera APL platser)

Bra slutdokument: -Vad bör elev utveckla mer för att vara anställningsbar Ramar.

Förväntningar.

A personal letter from the student so you know more about the student & their interests

What they do NOT want to do

Parent/Carer input into their skills & qualities

The most important thing is to find out all reduced areas so you have an understanding

Directly from the practice

Developmental background

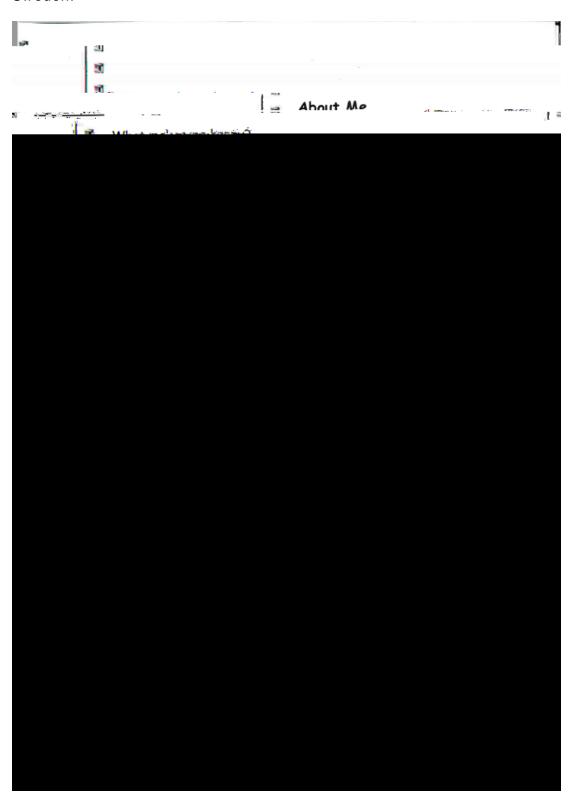
What the student has been interested in at school

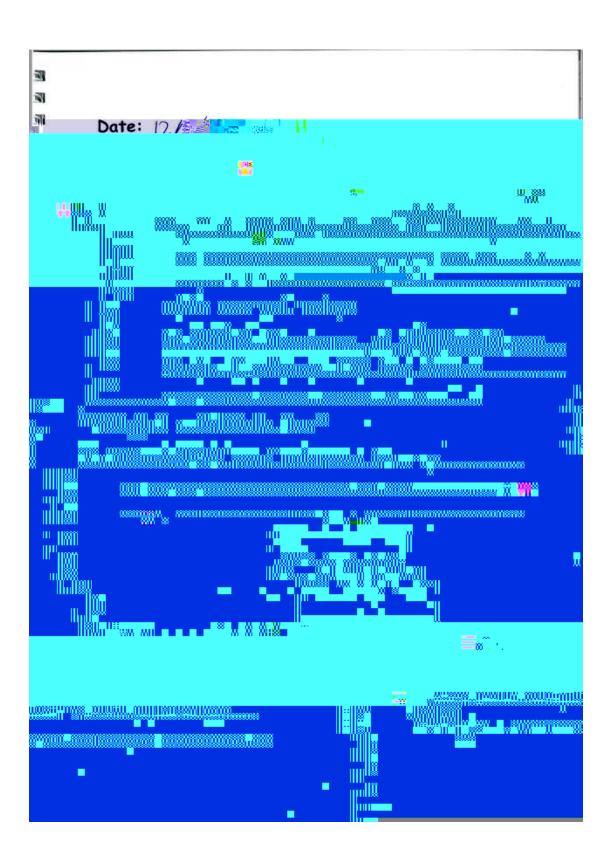
Other allergies, medications, illness, threats and violence, orientation, self-harm

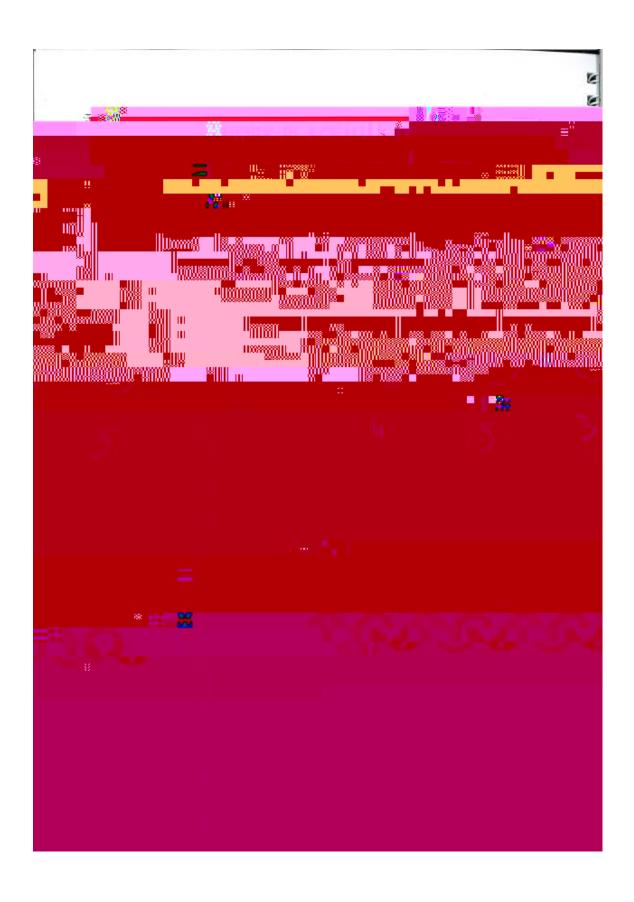
Appendix 4

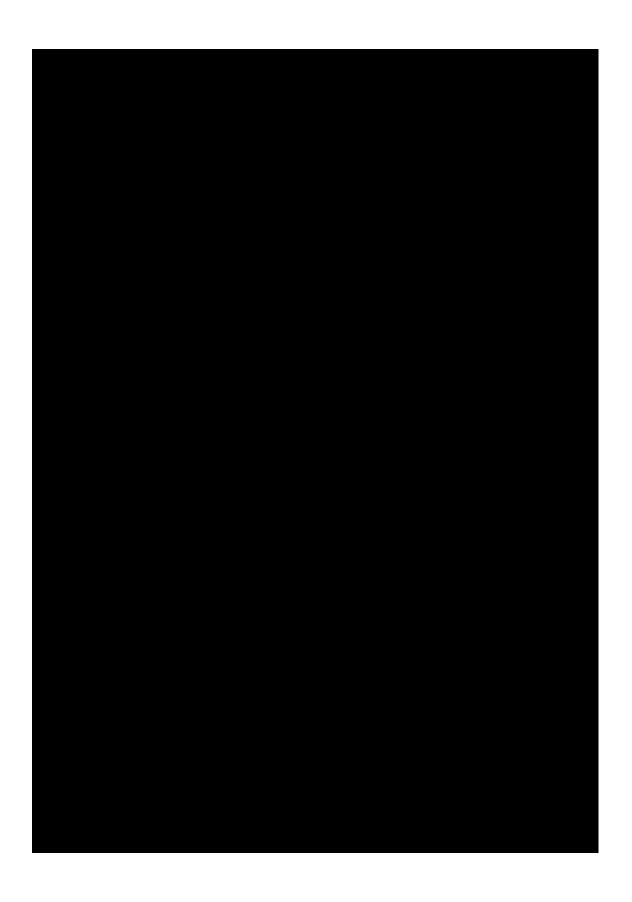
Excerpts from studentsDresources

The following are excerpts from My Employability Workbook and Student Work Placement Log Book completed by the students who tested the materials in Sweden.









And a final quote from staff:

The students all said that it was an amazing experience for them because it